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STARS
Student Teacher Accountability and Reporting System

SD-STARS for District Users

Session #2: Quantitative Analysis
November 18, 2020, 1:30 p.m., CT

Brad Steckelberg, SD-STARS Support Lead

Objectives for today's webinar:

- Introduction
- Quantitative Analysis – Why is it important?
- Using Reports to Ask Questions
- Make Observations & Find Trends
- Additional Resources & Next Steps

Brad Steckelberg

SD-STARS Support Lead
(2016 – current)
STARSHelp@state.sd.us

For users with an @k12.sd.us email address, SD-STARS passwords are the same password used to log in to email and other K12 Data Center resources.

If users forget passwords, they will need to contact their district's technology coordinator or the K12 Data Center (Help@k12.sd.us). The SD-STARS team and their district's STARS Account Managers may not be able to assist with forgotten passwords.

For those users without an @ k12.sd.us email address, the user ID is the user's email address, and the password was given to the user by the district's STARS Account Manager.

Browser Compatibility

Important Note for Internet Explorer users

Internet Explorer users will not be able to log in to SD-STARS, beginning Dec. 2020

Microsoft no longer supports Internet Explorer (IE).
Please use Chrome, Firefox, Microsoft Edge, or Safari
when accessing SD-STARS.

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New to SD-STARS Webinar

Full link is here:
**https://docs.google.com/document/d/1smwd0dyM_p4UQMN5HUVFio6WvbIz5L7U6llvu
G0Y-qg/edit?usp=sharing**

SD-STARS for District Users

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Google Doc
https://docs.google.com/document/d/1smwd0dyM_p4UQMN5HUVFio6WvbIz5L7U6llvuG0Y-qg/edit?usp=sharing
Google Folder
https://drive.google.com/drive/folders/1uko9EauvdPZW4pOoSB3UTMz8aiwMvKgw?usp=sharing

SCROLL DOWN

Check in with each other

Purpose of
data and m

Name	During the pandemic, what is one thing that you have observed which lifted your spirits?

Google Doc URL:
https://docs.google.com/document/d/1smwd0dyM_p4UQMN5HUVFio6WvbIz5L7U6llvuG0Y-qg/edit?usp=sharing

Full link is here:
**https://docs.google.com/document/d/1smwd0dyM_p4UQMN5HUVFio6WvbIz5L7U6llvu
G0Y-qg/edit?usp=sharing**

If you have questions that you would like to bring to the attention of the SD-STARS team, please enter it in the Parking Lot! We will do our best to answer these questions today. You may also send any questions to the SD-STARS general mailbox at STARSHelp@state.sd.us.

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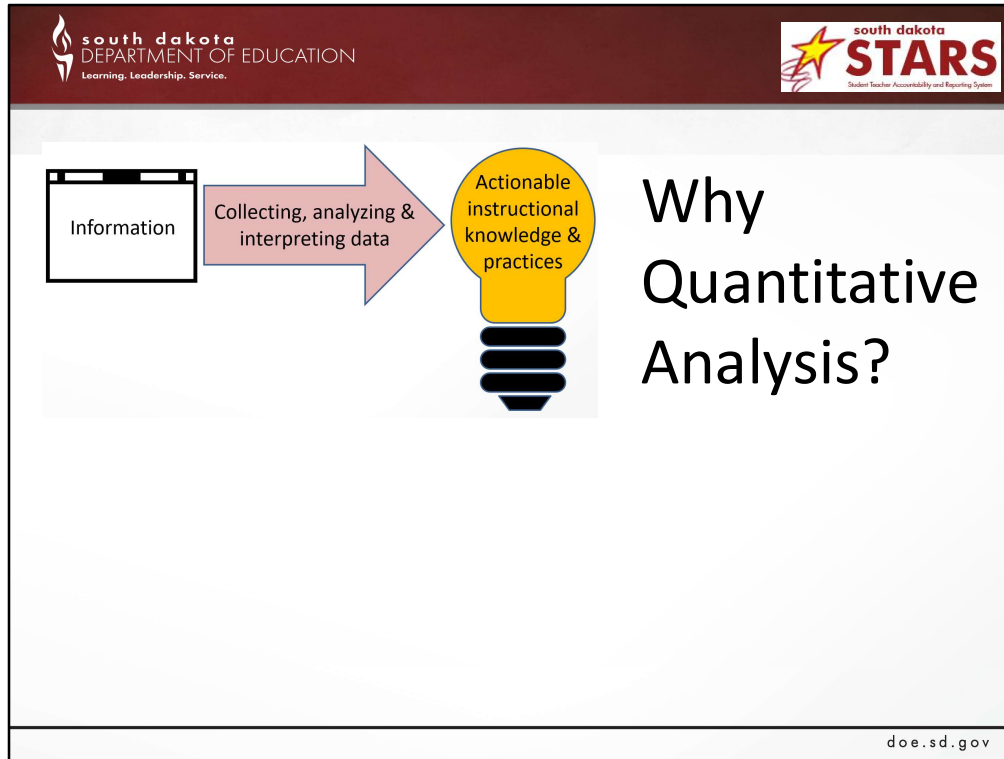
Why is it important to analyze quantitative data?

Using data strategically to guide decisions and actions can have a positive effect on education practices and processes. This training introduces educators to some tools and vocabulary needed to support an informed conversation around the data they generate of acquire. It is our hope that participants will be able to use a framework suggested in this training to move beyond simply reporting data to applying data to direct strategic action.

This slide illustrates a useful definition of data literacy. While many districts and schools are information-rich, they can use the data from reports in SD-STARS and elsewhere to create actionable instruction knowledge and practices. The best way to effectively move to the next level of school improvement is to make an effort to collect, analyze and interpret the data already available through reporting resources like SD-STARS.
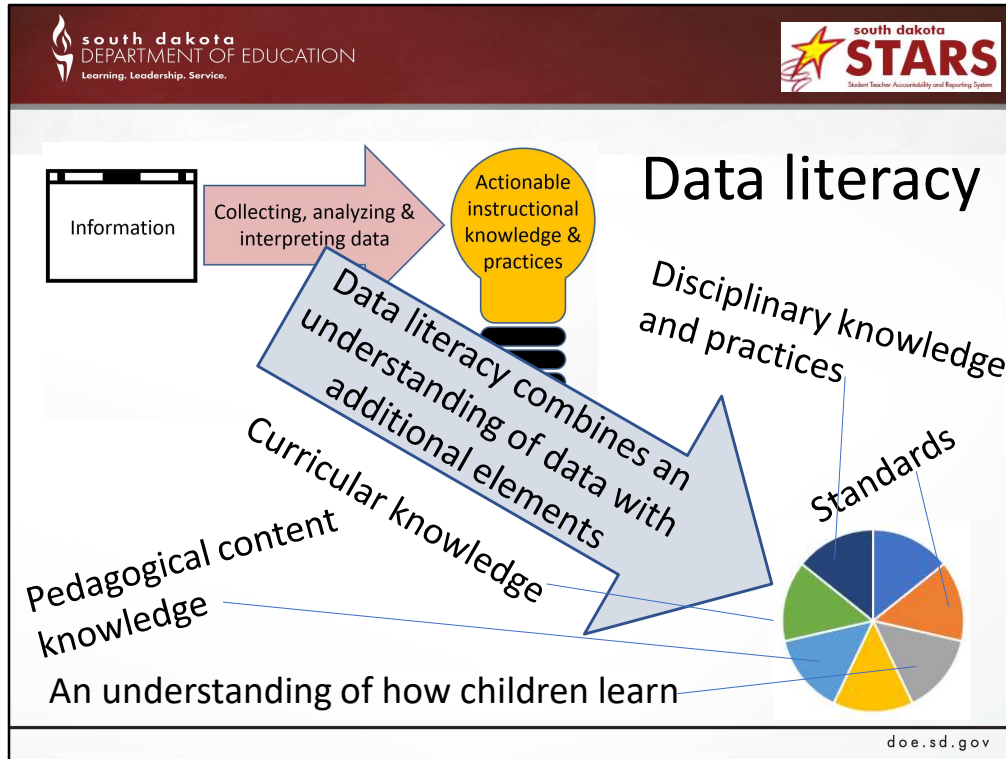
Once a solid understanding of quantitative data is better understood, this new knowledge is a powerful component of the overall efforts to improve desired outcomes in the school and district.

A data literate staff is a staff who is able to combine an understanding of quantitative data with additional elements, such as:
- Knowledge and application of Standards
- Disciplinary knowledge and practices
- Curricular knowledge
- Pedagogical content knowledge, and
- An understanding of how children learn

SD-STARS reports are an important part of the full picture, but as you can see, there is more. SD-STARS includes more resources than just reports, and our staff is available to support you in your efforts to show districts how to use data!

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Reports Menu

Locating reports in the Reports menu

Locating DIGs in the Training Center

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Reports for Comprehensive Needs Analysis

Report Name	Top 10 ranking	Report Name	Top 10 ranking
AC. 031.00-X - Subgroup Longitudinal Performance		CT.003.01-X - Dual Credit - Course Enrollment	
AS.002.01-A - ACT Stoplight		CT.004.01-X - Dual Credit - Student Participation	
AS.005.01-A - Student Longitudinal Achievement		CT.006.01-X - Dual Credit - Pass Rate	10
AS.006.01-A - Student Achievement Report		CT.007.00-X - CTE Biennial Review - Aggregate	4
AS.007.01-A - Assessment Feedback Report	9	CT.008.01-A - Dual Credit - Student Level List	
AS.008.00-A - ACCESS Test Takers		EN.001.00-X - Enrollment Demographics	
AT.001.00-X - Attendance Demographics	5	EN.007.00-X - Fall Enrollment Census Count - Aggregate	
AT.003.00-X - Chronic Absenteeism Demographics		EN.009.00-X - Special Education Trend	1
CT.001.00-X - CTE Biennial Review - Career Cluster	2	EW.001.00-A - Early Warning	3
		SP.008.00-X - Child Outcomes Summary Form*	7/8 Tie
CT.002.00-X - CTE Biennial Review - Enrollment	6	SP.012.00-A - Children with No Assignments	
		SP.013.00-A - Part B Indicator 7 Child List	7/8 Tie

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This list was compiled from trainers who use SD-STARS reports in an effort to analyze quantitative data – mostly for Title's SDCNA process and CTE's CLNA process. The top 10 ranked reports are indicated in the second column.

*SP.008.00-X is removed from the Reports list every year, until the SPED team gives the OK to publish, usually around January.

Directions:
1. We will split into breakout rooms to identify reports that are useful for quantitative analysis.
2. Choose a person in your breakout room who will fill in the form.
3. Drag report names into the first column and identify question(s) the report will help answer.
4. Choose one report that you wish to explore further. When time is up, be ready to share which report you chose. Time allotment: 5 minutes

Link to Participant Worksheet: https://docs.google.com/presentation/d/1_gHGv-xrQqQBMc-bIxhpB9wjV1HNoVIAjRLaU2-Ta-s/edit?usp=sharing

Keep in mind when we begin to look at data, it is helpful to begin with a question. The first page of every DIG includes questions that the report is intended to answer. These "essential questions" are a good starting point if you don't know where to begin.

I will demonstrate how to use the participant worksheet for our first breakout time. Each group will be given 5 minutes to enter their names and work on their first worksheet. We will check in for 5 minutes to share which reports each group has chosen.

The US Department of Education created guidance for data analysis, called "Five Steps for structured data conversations." In it, information and tips are included about research questions. The link for this document is in the Google Drive and the section about research questions is included in the webinar's notes, which is also included in the Google Drive.

The document states:

> Crafting clear research questions is crucial for enabling data-informed conversations. The data team starts by framing the "what" question as simply as possible. The question may be very broad to start with, as in "What do the data tell us about our middle school students' math achievement level?" But while it is important to begin the conversation by identifying the issue, the question needs to be more specific (box 2). Narrowing the question makes identifying and interpreting data clearer and easier.

Answering the "what" questions can lead to other types of questions, such as those that look at relationships between two variables ("Is there a relationship between middle school students' gender and performance on standardized math achievement tests?") or those that look at whether one variable influences another ("Does having an after-school tutoring program increase middle school math performance on standardized tests?").

Keeping long-term goals in mind helps ensure that current and short-term activities align with the larger mission. Defining clear short-term objectives that support long-term goals also contributes to a continuous data-informed conversation. Tracking long-term goals might also require data that are not currently being collected. Realizing that can initiate a discussion on future plans for data collection.

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Directions:
1. In the breakout rooms, use the book report format and provide answers for each area.
2. Choose a person who will fill in the form, and a person who will share highlights from the group.
3. Time allotments: Group work on book reports: 10 minutes; Share with all participants: 2-3 minutes per group.

Notes about observations on this worksheet
- *Parameters: Thinking about parameters will help when making comparisons between subgroups, and may help users to spot trends better than seeing aggregate numbers of the entire population.*
- *Who might use this report, and when might they do so? Thinking about these questions might shine the light on additional patterns, such as differing data between classrooms or based on the time of year.*
- *Additional comments: If time allows, add any further observations. Be sure these are statements about the data – NOT judgment statements. We are not making conclusions at this stage of our analysis. We are merely "curious" about trends and comparisons that might be worth looking into more.*

Link to Participant Worksheet: https://docs.google.com/presentation/d/1_gHGv-xrQqQBMc-bIxhpB9wjV1HNoVIAjRLaU2-Ta-s/edit?usp=sharing

Objectives for today's webinar:

- Introduction
- Why focus on attendance?
- Attendance suite of reports
- Make observations & find trends
- Next steps / contact information

Next Steps: Acting on the data

Five steps for structuring data-informed conversations and action in education

This guide from U.S. Department of Ed may be found in the SD-STARS Content Library

This guide includes templates for:
- Observation Tracking
- Identifying driving factors
- Setting SMART Goals
- Developing action plans

Google Folder
https://drive.google.com/drive/folders/1uko9EauvdPZW4pOoSB3UTMz8aiwMvKgw?usp=sharing

U.S. Department of Ed. URL: https://files.eric.ed.gov/fulltext/ED544201.pdf

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-OR- you may find the PDF in these locations:

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SDDOE resources

Title's SDCNA Framework and Process

https://doe.sd.gov/title/documents/2021-SDCNA.pdf

South Dakota
Career & Technical Education
Comprehensive Local Needs Assessment
Secondary Recipients

CTE-CLNA Process

https://doe.sd.gov/cte/documents/CLNA-Handbook.pdf

SDDOE Links
School Improvement (including Title's SDCNA process):
https://doe.sd.gov/title/schoolimprovement.aspx

CTE-CLNA: https://doe.sd.gov/cte/clna.aspx

SD-STARS Training for SAMs – January 2021

Date	Time	Description	Location
January 14, 2021	10:30-11:30 a.m. CT	STARS Account Managers: Introduce to new Admin menu & features	Online
Register: https://southdakota.gosignmeup.com/public/Course/browse?courseid=13036			

SD-STARS Webinar Series for District Users

Date	Time	Description	Location
Tuesday, Feb. 23	1:30–2:30 p.m. CT	SD-STARS Webinar: Session #3	Online
Register: https://southdakota.gosignmeup.com/public/Course/browse?courseid=12981			
Tuesday, March 23	1:30–2:30 p.m. CT	SD-STARS Webinar: Session #4	Online
Register: https://southdakota.gosignmeup.com/public/Course/browse?courseid=12982			

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The SD-STARS team is providing online training opportunities this year, both for STARS Account Managers (SAMs) and for district or school users of SD-STARS. To register for any of our webinars, visit https://southdakota.gosignmeup.com/ and search for "STARS."

The SD-STARS team provides several ways to stay in contact and to learn about the program through the year. There is a listserv and periodic newsletters that are produced by SD-STARS Team. You can find them online or, if you are a part of our listserv, you will get it in your email.

STARS Certified Trainers

Name	Email
Michelle Glodt	mlglodt@gmail.com
Bobbi Maher	Bobbi.maher@outlook.com
Becky Mohr	beckymohr93@yahoo.com
Janeen Outka	janeen.outka@teachwell.org
Joan Ray	joan.ray@k12.sd.us
Marge Stoterau	margestoterau@gmail.com
Dianna Tyler	dianna.tyler@k12.sd.us
Dawn Wirth	dawn.wirth@k12.sd.us

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These trainers are located throughout the state, ready and willing to answer your questions. They are available to conduct SD-STARS trainings for your school or district to help educators make the most out of SD-STARS. Trainers have been trained by SDDOE staff on the SD-STARS system and are kept up-to-date on system developments and new reports. Districts can contact the trainer directly to request training at the district's cost.

Contact SD-STARS Team

Name	Email
Brad Steckelberg	Brad.Steckelberg@state.sd.us
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Project Manager	605-773-8062
SD-STARS Help Desk	STARSHelp@state.sd.us
SD-STARS Website	https://doe.sd.gov/SDSTARS/

doe.sd.gov

Thank you for attending today's webinar!

Survey Link:

https://docs.google.com/forms/d/e/1FAIpQLSfaDr6ldipHih8PhcoSEgqUdAj_7l_IPdwWxJcu-L6qtW7_eg/viewform?usp=sf_link